

# ANNUAL PROGRESS REPORT TO THE LEGISLATURE



# WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

## The Vision

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*The Workforce Training and Education Coordinating Board is Washington State's valued and trusted source of leadership for the workforce development system.*

## Mission Statement

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The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- Advise the Governor and Legislature on workforce development policy.
- Promote an integrated system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the nonbaccalaureate training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

## Board Members

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*Chair*

Rick Bender  
*Representing Labor*

Geraldine Coleman  
*Representing Business*

Tony Lee  
*Representing Targeted  
Populations*

Sylvia Mundy  
*Commissioner, Washington  
State Employment Security  
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Earl Hale  
*Executive Director, State  
Board for Community and  
Technical Colleges*

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Joseph J. Pinzone  
*Representing Business*

Don Brunell  
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Beth Thew  
*Representing Labor*

## Participating Officials

Dennis Braddock  
*Secretary, State Department of  
Social and Health Services*

Vacant  
*Representing Local  
Elected Officials*

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Ellen O'Brien Saunders  
*Executive Director*

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Does your organization provide training services to clients? Yes \_\_\_\_ No \_\_\_\_

Would you like to be contacted about future WTECB initiatives in this field? Yes \_\_\_\_ No \_\_\_\_

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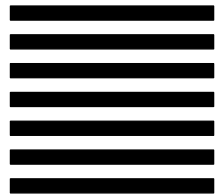
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DO NOT STAPLE—SEAL WITH TAPE

# Annual Report to the Legislature

JULY 2001-JUNE 2002

Progress of Agencies  
in Implementing

*High Skills, High Wages:  
Washington's Comprehensive  
Plan for Workforce Training  
and Education*

Our Agenda for Action



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# ***Introduction***

The Workforce Training and Education Coordinating Board (WTECB) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education* in March 2000. The Legislature requested we track progress and report on how the state's workforce development agencies are implementing it.

This Annual Report to the Legislature fulfills the mandate of RCW 28C.18.080 (3) and (5). It includes information on progress made by the Office of Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), the Employment Security Department (ESD), as well as WTECB on the action agenda set by "High Skills, High Wages 2000" from July 1, 2001, to June 30, 2002.

## **A New System**

The action agenda established by "High Skills, High Wages 2000" is built around four long-term goals for the state's workforce development system:

- To close the gap between the need of the employers for skilled workers and the supply of Washington residents prepared to meet that need.
- To enable workers to make smooth transitions so they and their employers may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.
- To assist disadvantaged youth, persons with disabilities, new labor entrants, recent immigrants, and low-income workers in moving up the job ladder during their lifetimes by developing a wage-progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.
- To make the vision of WorkSource a reality so workforce development programs are customer-friendly, broadly accessible, and fully committed to Continuous Quality Improvement.

This report covers the high points of work in implementing these four long-term goals. The report identifies the performance measures for each goal and, most importantly, includes quantitative results for each performance measure.

## **Making Progress**

During this year, we took many steps to reach the plan's goals by:

- Funding business-led skill panels enabling businesses in key industries to identify skill needs and design approaches to meet them.

- Supporting the extraordinary costs associated with the startup or improvement of high technology and high-demand programs at community and technical colleges.
- Implementing customized training programs for incumbent workers in key regional industries.
- Developing training programs responsive to the needs of agricultural workers.
- Increasing the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.
- Creating curricula and assessments for secondary career and technical education classrooms aligned to the state's education standards and industry skill standards.
- Establishing new secondary education work based learning standards.
- Refining the "red flag" report to ensure rapid coordination of responses to potential dislocations.
- Leading national efforts to develop a comprehensive, internet-based labor market information system.
- Taking important steps to remove barriers and disincentives for people with unique obstacles to employment.
- Increasing the accessibility and improving the coordination of employment and training services by expanding WorkSource, Washington's one-stop career development system.

These actions have helped to strengthen our state's workforce development system. Future success will depend upon an unprecedented degree of collaboration among public agencies and institutions, local workforce development councils, private providers of training and education, community organizations, employers, students, unions, and workers. The stakes are high; the potential rewards for our state even higher.

# Closing the Skills Gap

**GOAL 1 ►** To close the gap between the needs of employers for skilled workers and the supply of Washington residents prepared to meet that need.

## Goal 1 Performance Measures and Results

1. The number of community and technical college students, private career school students, and apprentices prepared for work compared to the number of net job openings for workers at that education level.

Results: We are meeting 78 percent of demand for newly prepared workers, up from 75 percent two years ago.

2. The number of industry skill panels that are established.

Results: Seventeen skill panels have been established (none existed prior to that).

## Objective

*Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<p><b>Form industry skill panels to assess skill needs and develop training programs.</b></p> <p><i>Lead Organizations</i></p> <p>Workforce Training and Education Coordinating Board (WTECB)</p> <p>State Board for Community and Technical Colleges (SBCTC)</p> <p>Workforce Development Councils (WDCs)</p> <p>Business</p>	<ul style="list-style-type: none"> <li>• In order to target state funds strategically for workforce development, SBCTC, the Employment Security Department, and WTECB coordinated the allocation of \$4.3 million for workforce development. Priority was given to key industries. The agencies coordinated four Requests for Proposals (RFPs). These RFPs reflected four stages of workforce development: bringing together leaders in key economic sectors to identify critical skill needs and solutions; using that partnership to develop industry skill standards; developing new training programs; and providing training to incumbent workers.</li> <li>• Using \$600,000 in federal grant funds, WTECB funded eight business-led SKILLS projects enabling businesses in key industries to identify skill needs and design approaches to meet them. Industries were: health care, information technology, and manufacturing. One of the skill panels received a Governor's Best Practices Award in 2001.</li> </ul>



**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

**Form industry skill panels to assess skill needs and develop training programs. (cont.)**

- Community and technical colleges took active roles in the industry skill panels, providing information on existing college courses, participating in strategic planning, and making changes to curricula and program offerings.
- Twenty-one grants were made by SBCTC to support extraordinary costs associated with starting up or improving high technology and high-demand technical programs. Radiologic technology, dental hygiene, nursing, and related allied health programs were among those created or improved.
- Key industry leaders and WDCs directed workforce development funds to meet training needs as a result of SKILLS projects. For example, the councils are investing over \$7.5 million to address the state's critical need for health care workers, including a federally-funded H-1B grant. Both the state and national hospital associations have named the panels as key partners in solving their personnel shortages.
- The Olympic WDC invested \$250,000 in local funds to implement the recommendations of its health care skill panel. The council is: (1) informing Workforce Investment Act participants of opportunities for careers in health care, and (2) increasing funding capacity at Peninsula and Olympic Colleges.
- The Eastern Washington Agriculture and Food Processing Partnership focused on three industry-identified needs: programmable logic control (PLC), ammonia refrigeration, and forklift operator. Thirty customized courses were developed, training nearly 1,000 workers. More than 30 companies and 70 industry work sites were involved. Samples of the PLC and refrigeration courses show six-month earnings increases of over 7 percent.
- The Inland Northwest Technology Education Center organized a biomedical skill panel with a state grant from WTECB. The project surveyed the industry, developed career tracks for three subindustry sectors, identified barriers, and wrote and distributed curricula to community colleges and training providers.

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Provide high-quality labor market information.***Lead Organizations*

Employment Security Department (ESD)

Workforce Development Councils (WDCs)

- ESD was a lead state in a 22-state consortium to develop a new, comprehensive, internet-based labor market information system. The resulting Internet application, entitled WorkForce Explorer, (<[www.workforceexplorer.com](http://www.workforceexplorer.com)>) was featured at the 2002 Economic Symposium. Workforce Explorer gives employers and jobseekers easy access to labor market information. It increases ESD's ability to provide a broad range of information to help customers make more informed labor market decisions.
- ESD improved Occupational Projections by adding five-year projections to existing two- and ten-year projections. Industry Projections were also improved, with publishable information by county for 2000, 2005, and 2010 distributed to the twelve workforce development areas. The WDCs are using this data to update their local strategic plans for workforce development.

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**Develop curricula linked to industry skill standards.***Lead Organizations*

Office of Superintendent of Public Instruction (OSPI)

State Board for Community and Technical Colleges (SBCTC)

Office of Adult Literacy (OAL)

- OSPI led new efforts to develop curricula and assessments for secondary career and technical education classrooms aligned with the state's education and industry skill standards. Notable work includes a new, two-year program in web design and a series of case studies aligned with the skill standards for information technology.
- To ensure that faculty have the tools needed to develop curricula, SBCTC updated the *Skill Standards Implementation Guide* and the website (<[www.wa-skills.com](http://www.wa-skills.com)>) housing all skill standards documents developed in the state.
- SBCTC conducted four hands-on faculty skill standards workshops across the state. High school, college, and university faculty developed curricula together. These workshops resulted in an innovative articulation agreement between Seattle Pacific University (SPU) and Shoreline Community College that allows students who earn a two-year degree in biotechnology to transfer directly to SPU to complete their bachelor of science degree. The unique aspect of this agreement is students earn dual credit in certain

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Develop curricula linked to industry skill standards. (cont.)**

laboratory classes required for each degree. The workshops also resulted in the design and implementation of a three-credit Tech Prep class that introduces high school students to biotechnology. Students fulfill high school science requirements and earn college credit at the same time.

- Skill standards curricula, based on industry requirements, were developed and implemented in 14 postsecondary program areas including marketing, service and sales, early childhood education, professional/technical instruction, case management, manufacturing, and biotechnology. In biotechnology, 10 short-term courses for working professionals were developed using curriculum based on skill standards.

**Objective**

*Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs.*

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Enhance career guidance.***Lead Organizations*

Workforce Training and Education Coordinating Board (WTECB)

Office of Superintendent of Public Instruction (OSPI)

Workforce Development Councils (Youth Councils)

Business

- OSPI drafted guidelines for student guidance to enhance individualized student planning. Working with local district representatives, postsecondary guidance specialists, and guidance leaders from other states, OSPI created tools for parents, students, educators, and other community members. Student guidance will be a major initiative beginning spring 2003.
- WTECB provided the Employment Security Department's Labor Market and Economic Analysis Branch (LMEA) with federal funds to support the state's Career Resource Network. LMEA used the funds to offer teachers instruction on the use of occupational labor market information in the classroom. LMEA provided career counselors with materials, tools, and skills to be effective when working with individuals seeking to enter, reenter, or train for the workforce. Through outreach, the LMEA Branch provided reliable labor market, occupational, and career information to students, parents, job seekers, and employers to promote the importance of education and training.

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**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Develop secondary vocational-technical program standards.***Lead Organization*

Office of Superintendent of Public Instruction (OSPI)

- OSPI completed its preliminary draft of new program standards for secondary career and technical programs. "Lighthouse" school districts piloted the standards in 2001-2002. Progress continues; OSPI anticipates full implementation in 2004.
- All secondary career and technical education (CTE) programs/courses were organized into four pathways: Business Marketing, Technology and Industry, Health and Human Services, and Agriculture/Science. A total of 220 courses/programs were represented within these four pathways. CTE pathway supervisors worked with CTE instructors to ensure quality of local programs. They continued to lead the development of new curricula and assessments, curriculum frameworks in support of the new program standards, and new program designs to imbed industry-defined skill standards with the state's Essential Academic Learning Requirements.

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**Increase mentor and work based learning opportunities.***Lead Organizations*

Office of Superintendent of Public Instruction (OSPI)

State Board for Community and Technical Colleges (SBCTC)

Business

- OSPI supported the work of consortia to develop industry-student matching services to support work based learning objectives.
- OSPI supported several networks of industry professionals to attract youth to nontraditional employment. Expansion of the best models to attract girls to information technology fields, for example, has been rapid in the Puget Sound. Girls are offered job shadowing and mentorship opportunities.
- OSPI stepped up its involvement with industry efforts to increase the number of ethnic and racial minorities preparing for high-wage and high-demand careers, particularly manufacturing, information technology, biotech, and health occupations.
- The WorkFirst program continued providing training support and work based learning opportunities for low-income working parents and individuals receiving Temporary Assistance for Needy Families. Support included tuition, books, and training-related fees.

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002****Increase mentor and workbased learning opportunities. (cont.)**

- Community and technical colleges emphasized work based learning, including it as a requirement in the two-year college system's High Demand and WorkFirst Requests for Proposals.

**Create state policies that support work-related education.***Lead Organizations*

Office of Superintendent of Public Instruction (OSPI)

Workforce Training and Education Coordinating Board (WTECB)

- OSPI, the State Board of Education, and other partners continued work on definitions and best practice guidelines for culminating projects and student plans, now part of the state's graduation requirements. Guidance on projects and plans includes consideration of the students' technical competencies and the technical skill requirements of their target career.
- Revisions to the state graduation requirements empowered principals to grant credit for nontraditional activities that include work-related experiences.
- WTECB participated on OSPI's Career and Technical Education Advisory Committee to advocate for effective standards on worksite learning and employability skills.
- The Legislature passed ESB 6456 granting the A+ Commission the authority to set graduation and dropout reduction goals. OSPI and WTECB supported the legislation.

## Objective

*Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields.</b>	<ul style="list-style-type: none"><li>OSPI developed new partnerships with key industries to upgrade and expand technical education. As a result, students are now offered a two-week introduction to video game programming, helping them understand math and computer programming skills needed in this high-demand and popular field. Additionally, a one-year program preparing students for postsecondary study in real-time simulation is offered at two vocational skill centers. Further, the state now receives a significant discount to help students obtain industry certifications required for entry-level information technology employment, such as the Microsoft Office Specialist certification. Students can also participate in a two-year program to prepare them in web development, using popular and recently released products.</li></ul>
<i>Lead Organizations</i>	
Office of Superintendent of Public Instruction (OSPI)	
State Board for Community and Technical Colleges (SBCTC)	
Workforce Development Councils (WDCs)	
Business	<ul style="list-style-type: none"><li>Similarly, biotech firms actively supported Ballard High School's Biotech Academy, providing mentors for every student.</li><li>Community and technical colleges increased partnerships with industries to improve high-wage, high-demand training programs through advisory committees, job preparation programs, and program development. These efforts included expansion of health care occupations training in Snohomish County and expansion of nursing training at several community and technical colleges, including Walla Walla and Tacoma Community Colleges and Bellingham Technical College.</li><li>Community and technical colleges partnered with business and industry to recruit and retain qualified instructors, increase professional development opportunities, and upgrade facilities, equipment, and program delivery methods in an effort to close the state's health care provider skills gap.</li><li>Washington's rapid economic downturn in 2002 created exceptionally high demand for dislocated worker training at community colleges and other providers. The WDCs, SBCTC, the Workforce Training and Education Coordinating Board,</li></ul>

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields.***(cont.)*

and the Employment Security Department worked closely to identify strategies to increase college capacity. Due to this partnership, WDCs statewide are now devoting over \$5 million to increase capacity at community colleges. (It must be noted that this only responds to the dramatically increased demand in the WIA-eligible population and does not address the preexisting capacity needs at community college.)

- The Tacoma-Pierce County WDC invested \$2 million in federal funds to increase capacity in the following courses across six college campuses: registered nurse, computer security, convergent technology, computer support, medical billing, electrician, applied electronics, information technician, and allied medical.

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**Expand apprenticeship training and apprenticeship preparation programs.***Lead Organizations*

State Apprenticeship and Training Council (ATC)

Department of Labor and Industries (L&I)

Joint Apprenticeship Committees (JAC)

- ATC conducted four summits to examine issues related to expanding the number of apprenticeship and apprenticeship preparation programs as well as the number of apprentices.
- The Employment Security Department supported preapprenticeship training for low-income women and ethnic minorities. The training familiarized participants with the skills required to successfully apply for building trade and other apprenticeship opportunities.

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

**Increase the number of individuals prepared to teach in high-wage, high-demand fields.**

*Lead Organizations*

Workforce Training and Education Coordinating Board (WTECB)

State Board for Community and Technical Colleges (SBCTC)

Office of Superintendent of Public Instruction (OSPI)

- Over 100 faculty members from 29 community and technical colleges took advantage of federal vocational education leadership funds to upgrade their skills and knowledge of current practices within their field.
- SBCTC completed an *Assessment Guide* to assess professional/technical instructors' skills against industry standards.
- SBCTC continued work on rewriting the WAC defining professional/technical instructor qualifications. SBCTC worked in partnership with OSPI to maintain instructor reciprocity.
- OSPI partnered with the National Workforce Center for Emerging Technologies, Washington State University and other partners to provide professional development for secondary educators. In partnership with firms from several industries, new in-service opportunities focus on jointly developed curricula so that teachers receive training in curricula, not just products. The curricula are aligned with Washington's Essential Academic Learning Requirements and with the appropriate industry skill standards. Last year, in information technology alone, over 500 instructors upgraded their skills for preparatory level classes, including voice recognition software, digital design curriculum, Flash, Dreamweaver, Fireworks, Photoshop, MS Server, and more.

**Replicate best practices in vocational-technical education across institutions.**

*Lead Organizations*

State Board for Community and Technical Colleges (SBCTC)

Office of Superintendent of Public Instruction (OSPI)

- SBCTC awarded 37 Best Practices grants, totaling \$339,744 to community and technical colleges for programs providing leadership in systemic changes, including those supporting statewide priorities. Colleges used the grants to replicate a best practice, implement an innovative and replicable program, or develop a program to meet an emerging need.
- OSPI in-service opportunities for teachers focused on the dissemination of best practices. OSPI's pathway supervisors have rubrics designed to promote high-quality programs.
- OSPI employed train-the-trainer models throughout its in-service offerings. It invested in training for staff from lead districts, which vary with each pathway, offering those individuals industry experiences that could not be afforded



**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Replicate best practices in vocational-technical education across institutions. *(cont.)***

every teacher. Those trainers, in turn, provided instruction to other teachers in their program through annual conferences and in their geographic areas through Washington Association of Vocational Administrators (WAVA) area groups.

- OSPI helped support consortium-wide agreements and shared best practices. OSPI promoted the alignment of all secondary and postsecondary courses in information technology to other consortia, as well as to other states through the League for Innovation Information Technology Conference.
- The Pierce County Careers Consortium was honored with a Governor's 2001 Best Practices Award. The consortium created seamless pathways and opportunities for students to move from high school to college and the workplace. The consortium promoted apprenticeship programs, expanded work based learning experiences for students, offered industry skill standard training, awarded more than 9,600 college credits, and developed the IT pathway as described above.

## ***Incumbent and Dislocated Workers***

**GOAL 2 ►** To enable workers to make smooth transitions so that they and their employers may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.

### **Goal 2 Performance Measures and Results**

1. The number of incumbent workers that receive publicly supported customized training linked to specific job needs of employers and the results of the training.

Results: Over two thousand incumbent workers trained, an increase of about 1,000 from two years ago.

2. The ratio of dislocated workers' earnings compared to their earnings prior to dislocation (with separate targets for dislocated workers from low-wage and high-wage jobs).

Results: Ninety-four percent earnings replacement among dislocated workers that participated in workforce development program; 207 percent earnings replacement among dislocated workers from lower-wage jobs; and 74 percent among dislocated workers from higher wage jobs. Lower-wage jobs are jobs with earnings in the bottom quartile, and higher-wage are those in the top quartile. The earnings replacement rates two years ago were mostly the same although they were lower among workers dislocated from low-wage jobs.

3. The length of time between worker dislocation and reemployment in a suitable job.

Results: Twenty-seven months median length of dislocation among dislocated workers that participated in a workforce development program (first time measure).

### **Objective**

*Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Increase customized incumbent worker training.</b>	<ul style="list-style-type: none"><li>• SBCTC's Job Skills Program funded four projects, training over 400 workers. Eighty percent were incumbent workers. Eight businesses provided dollar for dollar match. The colleges continued work on identifying key regional industries and partnered with business groups to identify training needs.</li></ul>
<i>Lead Organizations</i>	
Workforce Training and Education Coordinating Board (WTECB)	<ul style="list-style-type: none"><li>• The Employment Security Department awarded \$1.1 million to support Industries of the Future Skills Training (IFST) projects in the technology, health care, manufacturing, retail, and construction trades. More than 1,400 incumbent</li></ul>
State Board for Community and Technical Colleges (SBCTC)	

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002****Increase customized incumbent worker training. (cont.)**

workers received training. Employers participating in nine projects contributed a match of over 100 percent of the federal IFST training dollars.

- The Workforce Development Councils: (1) worked with employers to determine critical, local industry labor shortages; (2) continued to establish skill panels; and (3) established incumbent worker training programs addressing labor needs of industries such as health care, information technology, and manufacturing.

**Objective**

*Enhance business expansion and retention strategies.*

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002****Promote workplace practices that enhance competitiveness.***Lead Organization*

Department of Community, Trade and Economic Development (DCTED)

- The Washington Manufacturing Service advised 180 firms employing nearly 2,000 employees in lean manufacturing technique and other competitive strategies. Match by DCTED helped leverage additional federal funding for the Washington Manufacturing Service.

**Enhance early warning system of possible dislocations.***Lead Organizations*

Employment Security Department (ESD)

Department of Community, Trade and Economic Development (DCTED)

Workforce Development Councils (WDCs)

- One hundred Washington companies filed Worker Adjustment and Retraining Notifications (WARN) with ESD. These WARN notices, covering 23,640 workers, triggered rapid response training and reemployment services. Refining the "red flag" report ensured coordination of responses to potential dislocations.
- ESD integrated the Trade Adjustment Assistance (TAA) program into the WorkSource system, tying it more closely to local rapid response efforts. A training conference covering Trade Act and TAA revisions was held for front-line workers and program managers, and included staff from WDCs, ESD, labor, and community and technical colleges.

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Market retention services to at-risk businesses.</b>  <i>Lead Organizations</i>  Employment Security Department (ESD)  Department of Community, Trade and Economic Development (DCTED)  Workforce Development Councils (WDCs)	<ul style="list-style-type: none"> <li>ESD established an interagency business team and a statewide Employer Advisory Board to coordinate and address business outreach for the WorkFirst program and WorkSource system.</li> <li>DCTED marketed state assistance to retain and expand manufacturing firms and women-owned and minority firms through its web page and program brochures (&lt;edd.cted.wa.gov/bac/bre/default.htm&gt;). DCTED's Minority and Women's Business Development program worked with 450 entrepreneurs, and its Business Retention and Expansion program worked with 245 firms to save or create 2,500 jobs.</li> </ul>
<b>Objective</b> <i>Return unemployed workers to suitable work in as short a time as possible.</i>	

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Continue best practices.</b>  <i>Lead Organization</i>  Employment Security Department (ESD)	<ul style="list-style-type: none"> <li>ESD improved its scheduling process to maximize attendance at local Job Hunter Workshops for Unemployment Insurance (UI) claimants with the goal of enabling them to return to work more quickly.</li> <li>ESD and the Department of Labor and Industries collaborated on publishing and distributing a wallet-sized booklet for Migrant and Seasonal Farm Workers and other agricultural workers. The booklet is used to record employment histories so that workers can easily and quickly complete job applications.</li> <li>Despite record numbers of dislocations, ESD provided rapid response services responsive to closures and layoffs. Contributing to this positive outcome were: state/local WorkSource system relationships; monthly "red flag" reports; and labor-management committees identifying the needs of employers planning major layoffs or closures.</li> </ul>

**Continue best practices. (cont.)**

- ESD used former dislocated workers as peer counselors to help local programs meet the specialized needs of individuals who became unemployed due to mass layoffs. Eight companies used peer counselors for closures and layoffs.
- The Workforce Training and Education Coordinating Board held its first statewide workforce leadership conference in Walla Walla in October 2001. At the event, three partnerships were honored with a Governor's Best Practices Award: Pierce County Careers Consortium, WorkSource Walla Walla's Proficiency Testing Center, and Grays Harbor Employers' Assistance Project. Other award winners were WorkSource Walla Walla's Secret Shopper Program, the Pierce County Health Services Council, and the Seattle-King County Youth Consortium.

**Ensure WorkSource frontline services are high quality.***Lead Organizations*

Employment Security Department  
(ESD)

Workforce Development Councils  
(WDCs)

- WorkSource is well on its way to meeting the challenge of providing universal access while serving the workforce development needs of special populations. From July 2001 through May 2002, WorkSource Centers and affiliates served over 321,000 customers seeking employment and other services. Approximately 208,000 of these individuals found employment. Job seekers and employers can find each other through the WorkSource website at <[www.go2worksource.com](http://www.go2worksource.com)>. Comparing the month of June 2001, to the month of May 2002, website job searches jumped from 620,000 to 908,000. For customers needing a more intensive level of service, 18,726 participants were served in Workforce Investment Act (WIA) Title I-B programs between July 2001 and June 2002. Washington's high levels of performance under WIA continued upward in PY 2001. Washington performed at an average of 104 percent of target on the 17 federal performance measures, 132 percent of target on the nine state measures, and 114 percent of the 26 measures overall.
- WorkSource Walla Walla received a Governor's 2001 Best Practices Award for its proficiency testing and mystery shopper services. The Grays Harbor WorkSource Center received the One-Stop of the Year award from the International Association of Personnel in Employment Security.

- In response to events of September 11, ESD received a national emergency training grant. Six WDCs used the funds to serve 4,550 people dislocated from airline, aerospace, and related industries.
- Given the increased volume of unemployed job seekers, and the need to improve WorkSource customers' access to Unemployment Insurance services, ESD established 22 local office liaison positions.
- WDCs directed \$33.2 million in federal funds to train adults and dislocated workers. The Workforce Training and Education Coordinating Board reported that this investment could be followed by up to \$224 million in participant earnings. Historically, participants in these populations have earned roughly seven times the amount spent per year on program services during the first year following program completion.

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**Provide retraining for high-demand fields.**

*Lead Organization*

State Board for Community and Technical Colleges (SBCTC)

- SBCTC supported the extraordinary costs of:
  1. Starting or improving 21 high-demand technical programs at the community and technical colleges during 2001-2002. These included five projects from rural areas, one agriculture-related project, and six health occupations projects.
  2. Starting or improving 13 technical programs at rural community and technical colleges during 2001-2002. These included two consortium projects.

## ***Wage Progression for Low-Income Workers***

**GOAL 3 ►** To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

### **Goal 3 Performance Measures and Results**

1. The percentage of entering ninth grade class of common school students who graduate from high school.

Results: Seventy-six percent of ninth grade students graduate with their class. (No change from previous years.)

2. The percentage of participants in workforce development programs whose earnings during the second year after program participation can support their family above the poverty level. (This measure will be reported separately for women, people of color, and people with disabilities, as well as for the participant population as a whole.)

Results: Among program participants with individual earnings below the family poverty line before starting, 53 percent had individual earnings above the family poverty line during the second year after participation (50 percent for women, 48 percent for people of color, and 43 percent for people with disabilities). (First time measure.)

3. The median increase in earnings and hourly wages during the first three years after participation in workforce development programs. (This measure will be reported separately for women, people of color, and people with disabilities, as well as for the participant population as a whole.)

Results: Among program participants with individual earnings below the family poverty line before starting, median earnings during the third year after participation were 42 percent higher than during the first year of participation, and median hourly wages were 20 percent higher. For women, earnings were 40 percent higher, and hourly wages were 19 percent higher. For people of color, earnings were 39 percent higher, and hourly wages were 17 percent higher. For people with disabilities, earnings were 68 percent higher, and hourly wages were 18 percent higher. (First time measure.)

**Objective***Keep kids in school.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Develop hands-on learning opportunities.</b>  <i>Lead Organization</i>  Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"><li>Based on recommendations of a 2001 task force, a new student safety manual was published with collaboration from OSPI, school districts, Puget Sound Risk Management, the Department of Labor and Industries, and others.</li><li>The State Board of Education adopted new secondary education work based learning standards. &lt;<a href="http://www.k12.wa.us">www.k12.wa.us</a>&gt;</li></ul>
<b>Link second chance programs for youth with the first chance system.</b>  <i>Lead Organizations</i>  Office of Superintendent of Public Instruction (OSPI)  Workforce Development Councils (WDC) and their advisory Youth Councils	<ul style="list-style-type: none"><li>The Employment Security Department, in cooperation with the Workforce Training and Education Coordinating Board, awarded a total of \$126,000 in federal Workforce Investment Act funds to three WDCs to develop an online youth resource portal in northwest Washington; develop a youth resource directory for 12 eastern Washington counties; and stage a Youth Summit in eastern Washington. The summit was held in Spokane attracting over 200 area business and education leaders.</li></ul>

**Objective***Assist unemployed individuals to gain and retain employment.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Develop a more effective labor exchange.</b>  <i>Lead Organization</i>  Employment Security Department (ESD)	<ul style="list-style-type: none"><li>ESD received a federal grant for \$900,000 to enhance labor exchange services for Unemployment Insurance claimants through WorkSource, Washington State's One-Stop Career Development System.</li><li>New labor market information and claimant identification tools helped ESD target resources to assist low-income people secure living wage jobs.</li><li>ESD renewed efforts to attract new businesses to the WorkSource system while retaining existing businesses. Activities included partnering with Chambers of Commerce,</li></ul>



**Develop a more effective labor exchange. (cont.)**

working with industry associations and consortia, arranging major hiring events, and successfully applying for a federal grant to market WorkSource to employers. ESD manages a popular online labor exchange website called: <www.go2worksource.com>. This website is used by employers to find workers, and it allows jobseekers to search for employment, post resumes on line, and examine labor market information.

**Remove barriers and disincentives for people with unique obstacles to employment.**

*Lead Organizations*

Department of Social and Health Services (DSHS) and its Division of Vocational Rehabilitation (DVR)

Employment Security Department (ESD) and its Governor's Committee on Disability and Employment (GCDE)

Workforce Development Councils (WDCs)

- In 2001, the state's WorkSource Operations Team took on the challenge of improving services to people with disabilities. DVR provided assessments of programmatic and physical access to WorkSource Centers and offered technical assistance to address identified needs. ESD and GCDE established a Technical Assistance Center and website, and WDCs utilized almost \$5 million in federal grant funds to improve access and services.
- A partnership of DVR, GCDE, ESD, the Workforce Training and Education Coordinating Board, WDCs, and the Washington Workforce Association (WWA) secured a two-year \$1 million federal grant to increase access in WorkSource Centers. The project, led by WWA, includes assessment, technical assistance, funding for pilot projects, best practice identification, staff training, and employer services.
- The Seattle-King County WDC developed a package of nationally recognized strategies and training to enable WorkSource staff to serve customers with learning disabilities more effectively. Seattle-King County WDC also earned a federal Youth With Disabilities grant.
- The U.S. Department of Labor awarded a \$3.1 million five-year Customized Employment Grant to a consortia of three WDCs in Eastern Washington to serve job seekers with disabilities through the WorkSource system better.

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Take advantage of programs with demonstrated success in wage progression.***Lead Organizations*

Department of Social and Health Services (DSHS)

Employment Security Department (ESD)

State Board for Community and Technical Colleges (SBCTC)

Department of Community, Trade and Economic Development (DCTED)

Workforce Development Councils (WDCs)

- ESD's WorkFirst Post-Employment Labor Exchange (WPLEX) assisted employed welfare clients to go to work, remain employed, and increase wage progression. An average of 35 percent of WPLEX customers achieved wage progression, 10 percent higher than the general welfare population who went to work.
- Community and technical college Preemployment Training Programs provided short-term training to 3,720 welfare recipients and low-income parents to help them develop the skills needed to become employable in jobs for which they otherwise would not be qualified.
- DCTED's Community Jobs Program served 2,727 participants in FY 02 with 57 percent obtaining unsubsidized employment as a direct result.

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**Research subpopulations that fail to have wage progression.***Lead Organizations*

Employment Security Department (ESD)

Department of Social and Health Services (DSHS)

Workforce Training and Education Coordinating Board (WTECB)

- ESD researched characteristics of firms who had a demonstrated history of wage progression. ESD conducted studies identifying low-income adult workers who were not eligible for WorkFirst, General Assistance—Unemployed, or Unemployment Insurance benefits. Findings from the study will be used to better understand longitudinal employment and wage trends and to advise low-income adults on employment opportunities in industries and occupations with wage-progressive career ladders.
- The community and technical colleges used federal Perkins funds to assess how needs of special populations are being met and how college programs are designed to prepare special populations for further learning or for high-skill, high-wage careers.
- WTECB facilitated a Targeted Populations Work Group made up of representatives from 30 public and private organizations. The group identified key areas of concern and

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Research subpopulations that fail to have wage progression. (cont.)**

formulated strategies to remove unique barriers to employment, increase wage progression, and improve customer services to targeted populations. (These strategies are part of the 2002 edition of *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*.)

**Objective**

*Increase training for low-income individuals.*

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**STRATEGY**

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**PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Expand training opportunities for low-income individuals.**

*Lead Organizations*

State Board for Community and Technical Colleges (SBCTC)

Employment Security Department (ESD)

Workforce Development Councils (WDCs)

State Apprenticeship and Training Council (ATC)

Joint Apprenticeship Committees (JAC)

- SBCTC allocated funding specifically to help support the development of new apprenticeship programs. The funding also supported costs associated with rapidly growing apprenticeship programs and low-enrolled, high-demand apprenticeship programs. The 275 full-time equivalent (FTEs) were allocated across the state to support a variety of apprenticeship programs including electricians, ironworkers, operating engineers, and carpenters.
- For the year ending June 30, 2002, WDCs invested \$51 million on intensive and training services, increasing the skills and earnings of 18,726 low-income adults and dislocated workers at an average cost of \$2,724.

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**Provide training programs at times and locations accessible to working people.**

*Lead Organization*

State Board for Community and Technical Colleges (SBCTC)

- Community and technical colleges offered evening, weekend, and online courses to provide access to students who work. The colleges offered 21,955 individual evening classes that served 27,423 full-time equivalent students (FTEs) and 1,857 individual weekend classes that served 1,119 FTEs. In addition, 4,637 online classrooms provided instruction opportunities for 7,877 FTEs.

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**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Create and offer incentives to increase training.***Lead Organizations*

Employment Security Department (ESD)

Workforce Development Councils (WDCs)

Department of Social and Health Services (DSHS)

- The community and technical colleges' Work Based Learning Tuition Assistance program provided up to two quarters of aid to encourage low-income parents to increase their skill levels while they work. In PY 2001, the program assisted more than 8,000 individuals.

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**Integrate basic skills instruction into vocational training.***Lead Organizations*

State Board for Community and Technical Colleges (SBCTC)

Office Of Adult Literacy (OAL)

- SBCTC's Office of Adult Literacy grant funds supported integrating basic and occupational skills. In addition, WorkFirst programs, including Families That Work, Workplace Basic Skills, and Preemployment Training, used elements of integrated instruction.

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**Develop programs responsive to the needs of agricultural workers.***Lead Organizations*

Employment Security Department (ESD)

State Board for Community and Technical Colleges (SBCTC)

Office Of Adult Literacy (OAL)

- The Oregon Human Development Corporation in partnership with U.S. Department of Labor, and the Employment Security Departments in Washington, Oregon, and Idaho hosted the first Pacific Farmworker Summit in February 2002. The meeting focused on agricultural labor market information, industry trends, immigration issues, and maximizing services to farm workers.
- The Eastern Washington Agriculture and Food Processing Partnership (EWAFPP) provided training to meet employers' immediate needs. Training included ammonia refrigeration certification, programmable logic controls, and forklift operation. Colleges also expanded the use of agricultural skill standards. EWAFPP received national recognition by the U.S. Department of Labor.

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Develop programs responsive to the needs of agricultural workers. *(cont.)***

- Two-year colleges continued work to meet the unique skill needs of agricultural workers through: (1) support of initiatives such as the tree fruit and orchard management programs at Wenatchee Valley College; (2) agricultural equipment mechanic, agribusiness, and agriculture science programs at Walla Walla Community College; and (3) agribusiness production, pest management, and post-harvest technology programs at Yakima Valley Community College.

# ***Facilitate the Integration of Workforce Development Programs***

**GOAL 4 ►** To make the vision of WorkSource a reality so workforce development programs are customer-friendly, broadly accessible, and fully committed to Continuous Quality Improvement.

## **Goal 4 Performance Measures and Results**

1. The percentage of total employers using WorkSource.

Results: Seven percent of Washington employers used WorkSource during its first year, not counting electronic self-service. (First time measure.)

2. The percentage of total workers using WorkSource (this measure will be reported separately for women, people for color, and people with disabilities, as well as the participant population as a whole).

Results: Ten percent of Washington workers used WorkSource during its first year, not counting electronic services. (First time measure.)

3. WorkSource customer perception of seamlessness as evidenced by survey results (this measure will be reported separately for women, people of color, and people with disabilities, as well as for the participant population as a whole).

Results: (Data not yet available.)

## **Objective**

*Provide one-stop service to workforce development customers.*

STRATEGY	PROGRESS AND RESULTS BY JUNE 30, 2002
<b>Establish WorkSource as the common entry point for the workforce development system.</b>	<ul style="list-style-type: none"><li>• WorkSource Centers (25 as of June 2002) and WorkSource affiliates (39 as of June 2002) expanded, providing more complete employment services for more people. During PY 2001, WorkSource served 321,000 customers throughout the state—50,000 more than the previous program year.</li></ul>
<i>Lead Organizations</i>	
Employment Security Department (ESD)	<ul style="list-style-type: none"><li>• From October 2001 to June 2002, ESD conducted Customer Service Training for WorkSource staff. Thirty sessions were held with 624 participants successfully completing training. Participants gave the two-day training a 97 percent effectiveness rating.</li></ul>
Workforce Development Councils (WDCs)	

**STRATEGY****PROGRESS AND RESULTS BY JUNE 30, 2002**

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**Establish WorkSource as the common entry point for the workforce development system.**  
*(cont.)*

- ESD initiated a WorkSource Mystery Shopper program designed to gather information on the quality of services being offered to employers and jobseekers. Mystery shoppers were selected to gather specific feedback on the services they received, how they were treated, and whether their needs were met. Mystery shopper reports helped ESD recognize high performing staff and identify services needing improvement.
- Washington is the first state to establish a single, statewide information system supporting the employment and training business operations of the state's 12 WDCs and employment activities of all WorkSource partners. After four years in development, ESD, WDCs, and WorkSource partners launched SKIES, an internet-based management information system.